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| UDL Guidelines – Educator Checklist Version 2 | |
| **I.** [**Provide Multiple Means of Representation:**](http://www.udlcenter.org/aboutudl/udlguidelines/principle1) | **Your notes** |
| 1. [Provide options for perception](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g1) | Students learn about their own authors mostly through reading (both print sources and online sources). This may be augmented by documentary biographies, either through media center resources or online (youtube or other such as [**http://www.bodocus.com/**](http://www.bodocus.com/)**)**  When students present their authors to other students they do so in a number of ways. The author role-playing is good way to present classmates with both visual and auditory information about the author. This is also built upon by the other visual resources the students create. |
| **1.1** [Offer ways of customizing the display of information](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g1) |  |
| **1.2** [Offer alternatives for auditory information](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g1) |  |
| **1.3** [Offer alternatives for visual information](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g1) |  |
| 1. [Provide options for language, mathematical expressions, and symbols](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g2) | The lesson includes relatively little preparation for vocabulary the students might need as they read about their authors. The class might include a wiki page as a work in progress to which the students can contribute new words that they find useful as they do their reading.  The lesson plan does not mention the inclusion of multi-ethnic and multi-lingual authors. The inclusion of such an author might be a useful way to allow a student to include his or her heritage in the activities. It would also allow the students to ‘promote understanding across language’. Technology might be used in this case if a student were to be present in the panel as if they were in another country.  Additionally, improvements to syntax and structure could be included by online peer revision. |
| **2.1** [Clarify vocabulary and symbols](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g2) |  |
| **2.2** [Clarify syntax and structure](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g2) |  |
| **2.3** [Support decoding of text, and mathematical notation, and symbols](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g2) |  |
| **2.4** [Promote understanding across language](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g2) |  |
| **2.5** [Illustrate through multiple media](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g2) |  |
| 1. [Provide options for comprehension](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g3) | This lesson includes a lot of different types of presentation, and thus many ways for students to learn from each other. The author mixers and the panels are good interactive ways for the students to pick up information in a social context, and the supplemental material on the author wall allow ways for different learners to assimilate the information.  One addition that could be made would be to include an activity linking the themes that the authors are interested in. This could be done by cross referencing authors by subject on the class wiki (set up for the previous activity). This could serve to highlight patterns between authors. Alternatively themes might be color coded in the timelines they create and put on the author walls to reflect any emerging patterns. |
| **3.1** [Activate or supply background knowledge](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g3) |  |
| **3.2** [Highlight patterns, critical features, big ideas, and relationships](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g3) |  |
| **3.3** [Guide information processing, visualization, and manipulation](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g3) |  |
| **3.4** [Maximize transfer and generalization](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g3) |  |
| **II.** [**Provide Multiple Means for Action and Expression:**](http://www.udlcenter.org/aboutudl/udlguidelines/principle2) | **Your notes** |
| 1. [Provide options for physical action](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g4) | Students are required to read biographies. This could pose a challenge for students that are blind, or may have other difficulties reading. Students are instructed to do research on authors using a variety of websites. If students have difficulty with vision, they may need a program that uses audio to describe what is being seen on the screen. Those students with physical disabilities may have difficulty using a keyboard, etc. Students are required to complete a KWL sheet. This may have to be modified for students that may have certain physical disabilities. |
| **4.1** [Vary the methods for response and navigation](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g4) |  |
| **4.2** [Optimize access to tools and assistive technologies](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g4) |  |
| 1. [Provide options for expression and communication](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g5) | This option provides many options for expression and communication. One assignment is for students to create a visual display, which could be good for students with dyslexia, or other issues using words. The “mixer” is a great activity because it allows students to show what they know about their author by dressing up and impersonating him or her. This is good, again, for learners who may prefer speaking instead of writing. The mixer activity would be difficult for students who may have difficulty interacting with their peers (autism). It may also be difficult for students who have trouble communicating verbally. Students are also required to write a poem and a paper based on their research. A panel presentation is also part of this lesson. |
| **5.1** [Use multiple media for communication](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g5) |  |
| **5.2** [Use multiple tools for construction and composition](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g5) |  |
| **5.3** [Build fluencies with graduated labels of support for practice and performance](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g5) |  |
| 1. [Provide options for executive functions](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g6) | I think that this lesson allows students to set and achieve long-term goals within the lesson. The lesson also includes strategies for monitoring progress of the student. Students are given rubrics for many parts of the lesson so that they have a clear idea of what is expected. Students are able to use “lower level skills” such as doing research to acquire facts about their author. Students are then asked to use this information for more “higher level skills” such as writing a poem and essay. |
| **6.1** [Guide appropriate goal setting](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g6) |  |
| **6.2** [Support planning and strategy development](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g6) |  |
| **6.3** [Facilitate managing information and resources](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g6) |  |
| **6.4** [Enhance capacity for monitoring progress](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g6) |  |
| **III.** [**Provide Multiple Means for Engagement:**](http://www.udlcenter.org/aboutudl/udlguidelines/principle3) | **Your notes** |
| 1. [Provide options for recruiting interest](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g7) | Students choose their author from a list, which allows them to follow any personal interests they may have prior to the lesson. This also might allow for choices that are relevant to the students, but it does not depend on the curriculum. The main foreseeable problem with the topic in general is disengagement from the material by the students. The variety of creative activities ought to help alleviate this tendency. However, students with anxiety issues may face some difficulties with parts of the lesson. |
| **7.1** [Optimize individual choice and autonomy](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g7) |  |
| **7.2** [Optimize relevance, value, and authenticity](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g7) |  |
| **7.3** [Minimize threats and distractions](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g7) |  |
| 1. [Provide options for sustaining effort and persistence](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g8) | The revisiting and reuse of products for different purposes later in the lesson help to keep the objectives useful for the students. The number of activities that require interaction also help to establish positive collaboration and community. |
| **8.1** [Heighten salience of goals and objectives](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g8) |  |
| **8.2** [Vary demands and resources to optimize challenge](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g8) |  |
| **8.3** [Foster collaboration and community](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g8) |  |
| **8.4** [Increase mastery-oriented feedback](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g8) |  |
| 1. [Provide options for self-regulation](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g9) | It is less clear in this lesson that explicit attention will be given to help students with coping skills. The interactive nature of most of the activities, coupled with their different formats should help to increase motivation. The lesson might be improved as regards this standard by including an online journal entry to reflect on their own activities at some points during the lesson. |
| **9.1** [Promote expectations and beliefs that optimize motivation](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g9) |  |
| **9.2** [Facilitate personal coping skills and strategies](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g9) |  |
| **9.3** [Develop self-assessment and reflection](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g9) |  |

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